

Grade Level: Third

Content Area: Civics

Objective: Students will explain the services local and national governments provide, students will work to understand the difference between rights and responsibilities of the governments and its citizens.

Vocabulary: Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge.

National government, local government, rights, responsibilities

Procedure:

Session 1	Use the videos on National Government and State Government to help students complete the note-catcher on rights and responsibilities. Ask students to write 3 words on their reflection sheet about the responsibilities of local government. Using a whole class computer and projector create a word cloud using the digital tool, Tagxedo. Teachers can type the student words (re-type the same word if mentioned more than once---it's the power of this tool!) while students share their reflection vocabulary.
Session 2	Together as a class, read the book, <i>We the Kids</i> by David Catrow. Draft a Bill of Students' Rights. Many schools and states list students' rights, and you may wish to bring in examples. Write the Bill of Students' Rights together and post them in your classroom. Discuss the responsibilities each student has to uphold and protect their rights. Then draft a set of rules or class laws that protect students' rights. For example, a right might be to express opinions and a class law might be to always be quiet and respectful when someone expresses his or her opinions. Write the rules or laws together and post them in your classroom.
Session 3	Open the link called, The Rights of Kids in Kenya Mixbook . Go through the pages with the students while discussing the similarities of the rights of kids in America and the rights of kids in Kenya. Have student complete the Venn Diagram as a whole group or as an individual assessment. Discuss with students: Why are the rights of children different in different countries? How does the government of a country have an influence on individual rights? What can we do to help?

Differentiation Strategies:

<u>Special Education</u>	<u>Gifted and Talented</u>	<u>English Language Learners</u>
Complete the Venn Diagram and rights and responsibilities handout in small groups.	Provide time for students to research the responsibilities of students in Kenya and ask them to complete a Venn Diagram depicting the similarities and differences within the responsibilities of citizens in different countries and share with the class.	Provide time for students to illustrate pictures on their Venn Diagram to demonstrate understanding.